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## EDITORIAL NOTES.

GEORGE HERBERT LOCKE.

THE Education Bill has of course passed through the stages of progress necessary to make it a law, but the end seems not yet. In ordinary American political parlance, it was "railroaded" through, and the interests of the large proportion of the nation who do not belong to the Established Church were disregarded. Despite their protestations, calm and otherwise, the Conservative government, seemingly pledged to the church, drove it through by sheer force, in the hope that when it had become law the agitation would cease and all would "live happily ever after." Indeed, this invitation to the lamb to lie down with the lion has been extended to the dissenting public, but that public seems averse to an arrangement that suggests that the only place for the lamb is inside the lion. The attitude of these dissenters indicates clearly that it was not a mere emotional campaign that they were waging, but that they were fighting for a principle, and that they will not tamely submit to unjust treatment.

*A BACKWARD STEP  
IN ENGLISH  
EDUCATION*

On this side of the water there has been much doubt and perplexity about the exact positions of the contending parties, and the details of the question in dispute have not been well understood. Even among the educational public there have been few who could explain the significance of the bill, but there has been a general distrust of a measure which proposed to give such a tangible and practical recognition to schools supported by denominations. Such a feeling is natural in a country like ours, where we believe in the free public elementary school from which all denominational teaching is excluded. The very interesting and lucid statement of the situation by Mr. W. K. Hill in our November number helped to explain the situation up to that time, and we shall publish very soon another statement by Mr. Foster Watson which will enable our readers to understand more clearly the subsequent events. It is unnecessary, therefore, to enter into details now in regard to the specific question of the Education Act.

But following hard upon the passing of the bill the Conservative government has shown that its policy clearly is to hinder the progress of education. There were many in this country who hoped that the government was sincere in its endeavor to improve the educational situation, and they hoped that in the carrying out of the Act there would be displayed an intelligent consideration for the minority. That this will not be the case is indicated by the persistent rumors that have been reaching us to the effect that Mr. M. E. Sadler, the remarkably successful Director of Special Inquiries and Reports to the

Board of Education, had been forced to tender his resignation. This seemed inexplicable to us who have profited so largely by the excellent series of reports issued from his office. The pity of it is that it is true, and we are just now in possession of the facts which led to this loss to American education as well as to English education. This office of Special Inquiries and Reports is the Intelligence Department of the Board of Education. A War Office is not considered of practical value unless there is an Intelligence Department which keeps the responsible officials informed as to the progress of other nations in plans for mobilizing troops, providing the most modern equipment, adopting improved methods of training soldiers, and in fine of perfecting their military plans. A nation must depend upon the Intelligence Department if it is to remain in the first rank in military affairs. Now, it is just as important in education. Up to the time Mr. Sadler took hold of this work the details of the progress in education abroad were unknown, and therefore despised, by the English educators, and indeed the details and significance of the work at home were far from being matters of common knowledge. It was only in 1894 that this intelligent idea of furnishing accurate knowledge of what was being done in other parts of the world was grasped by any of the government officials. Mr. Arthur Acland was instrumental in having the office established, and with the meager pittance of three thousand pounds a year for the entire staff Mr. Sadler has been carrying on this great work. Not only against apathy and small financial means has he been struggling, but the blue book recently issued shows that the Conservative government has been endeavoring by a policy of niggardliness and selfishness to cut down even this small appropriation and thus drive Mr. Sadler to the necessity of resigning the position. It is plain that England under the present government has relapsed into the provincialism that once characterized it; that, as far as education is concerned, the government is composed of "little Englanders" who fancy "England's still from the Strand to Holborn Hill." It takes a mighty catastrophe to wake England up. It needed Colenso and Magersfontein to awaken her to the necessity of having some intelligence in her War Office, but if common reports are true, the effect of these has been worn off, and officialism and unintelligent routine workers will once more reign in that department. Even so is it in education, and the resignation of Mr. Sadler, with the attendant circumstances, will make but little impression upon the minds of the English public. We have an interest in this resignation, as these reports have been increasingly in demand in this country, and we have been led to hope that they would be continued, that we might profit by the excellent material that helped us to form clearer conceptions of what was happening abroad, of the significance of educational movements of which only the most meager particulars could be obtained through other channels, and from which intelligence we hoped to gain that which would improve our own systems of education. There has been no good reason adduced for this unintelligent action of the government, and we are

forced to believe that the present government of England is opposed to the spread of intelligent education. This is why we speak of the forcing out of Mr. Sadler as a backward step in English education.

THE National Educational Association gained marvelously in prestige when President Eliot of Harvard accepted the presidency and Boston claimed the privilege of acting as host for the gathering of 1903. All the predictions of our most optimistic educators have been fulfilled, and the meeting at Boston will be remembered for many years on account of the excellence of all the arrangements for the comfort as well as for the inspiration of the educational host. And it truly was a host gathered from all parts of this great country and supplemented by a large number of our northern cousins. This is one of the few times in history when we can say truthfully that there was a presiding genius at the head of affairs. The same sagacity, sanity and dignity which has marked the progressive administration of Harvard was shown in the conduct of this great meeting, and the good effect will be felt throughout the country. The program was planned so that there were no distinctly rival attractions, and the "three-ring circus" feature which unfortunately characterized some of our former meetings was absent. The net result is that one returns to his home feeling that he has had an ample opportunity to get the best there is and that his money has been well spent. The educational public showed their faith in the arrangements by the enormous attendance, the registration being reported as 35,000.

The phase of educational endeavor in which most of our readers are interested is that of secondary education. This occupied a prominent place on the program, inasmuch as the Department of Child-Study devoted a particular session to the problems of the adolescence period. Mr. A. H. Yoder, of the University of Washington, read a paper on "Sex Differentiation in Relation to Secondary Education," in which he took the position that during the period of secondary education there should be coeducation with differentiation in curricula, according with mental and economic differences in sex. He asserted that in many schools there is a real danger of catering to the feminine mental attitude, because there are more girls than boys; the girls are intellectually superior on account of their greater degree of maturity and the growing tendency to employ many women teachers and few men. This condition seemed to produce more or less mental perversion in the boys. On the other hand, girls suffer from lack of opportunity to express themselves educationally. Prejudice due to sex slavery still withholds full freedom from the woman. From the time the average girl is born until her death she is under the control of a stronger will, and this works great harm during adolescence, when there is the supreme attempt to realize ideals.

Mr. E. D. Starbuck, of Leland Stanford University, disagreed with Mr.

Yoder on the point that the sexes would do better in the secondary schools if they were separated. From careful psycho-physical examinations he asserted that the difference between boys and girls of this age, on a psycho-physical basis, is less than the difference between boys and boys and girls and girls. He argued that it is a benefit to train the sexes together.

Mr. A. C. Ellis, of the University of Texas, spoke on "The Percentage of Boys Who Leave the High Schools, and the Reasons Therefor." He said that within eight years our elementary schools eliminate 95 per cent. of their pupils, and within four years more the high schools eliminate 80 per cent. of what is left, leaving 2 per cent. of the original number to graduate. Boston graduates little over 3 per cent. of the children who enter; St. Louis just half as many. In the high schools there are 50 per cent. more girls than boys; 100 per cent. more girls than boys graduate. Making high-school courses elective, treating the pupils sympathetically as individuals, increased the attendance in Galesburg 400 per cent. in seven years. After describing the adolescent stage of development, with its symptoms and peculiar problems, Mr. Ellis says that this self-conscious, hopeful, unbalanced youth is taught in a group of twenty-five, and is cramped into the swaddling-clothes of elementary discipline by teachers who never saw him before, never will see his home life or know his personal surroundings, aspirations, talents, or weaknesses. His courses are largely prescribed, notwithstanding the fact that this is the period endowed by nature with that restlessness and fickleness which compel the organism to try all things and test all its powers. Teachers and parents are urged by Mr. Ellis to learn more psychology and put their courses and discipline in line with adolescent needs.

In discussing Mr. Ellis's paper, Mr. Thomas M. Balliet, of Springfield, Mass., said that he believed that the reason so few pupils remain to enter the fourth year of the high school is that many high schools have three years' courses which are taken by a large number of pupils. These are graduated at the end of the third year and leave the school. Many pupils are sent to high school for only a year or two, mainly for the sake of the social position it will give them, just as many boys are sent to college. Caste feeling cannot safely be ignored today in interpreting school statistics. It accounts in large part for the enormous increase in the number taking Latin in classical high schools. It causes private schools to thrive regardless of the quality of their work. Making due allowance for all these facts, there still remains a problem. No doubt a large number of pupils who leave "to go to work" would remain a year or two longer, if they could receive training along the lines of their future vocation. The introduction of commercial studies, laboratory work, and manual training has stimulated the attendance in high schools.

Mr. J. W. Carr, of Anderson, Ind., took issue with Mr. Ellis's figures, and he seemed to prove his case in regard to his own town. It was an example of the practical schoolman citing examples from his own experience.

Mr. J. K. Stableton, of Bloomington, Ill., then took up the subject of ways and means for increasing the attendance of boys in the high school. He made a plea for the closer relationship of teachers, pupils, and courses of study of the eighth grade with those of the high school. Mr. Stableton is specially fitted to speak on this subject, as he has been marvelously successful in bringing about a closer social relationship between the parts of his school system, between the teachers in these divisions, and especially between the pupils and their teachers. No one who has read Mr. Stableton's little book on the *Western Schoolmaster*, and has followed his work at Charleston and Bloomington, can fail to be impressed that after all it is earnest, sympathetic work on the part of the school officials that conditions success. He said that every teacher should make a study of the growing boy and understand the longing which he has for a friend. Once the boy is well understood, it is not hard to gain his confidence and to lead him on in the right path. Above everything, the quality of the teacher is the important factor in holding boys for the high school.

Mr. Sanford Bell, of Mount Holyoke College, in following up the discussion said that he had made a careful investigation into the comparative influence of men and women as teachers in secondary schools, and had found that of 543 men and 488 women who had answered his questions as to the teacher who had done them most good, 81 per cent. of the men and 50 per cent. of the women testified in favor of men teachers. The kinds of influences named are such as the moral uplift and inspiration, the stimulus to educational awakening and the spur to scholarship, help in getting a clutch upon the great vital issues of life, personal kindness, special interest, encouragement at crises, sympathy when things seemed crushing, self-reliance, hints in social graces. The helpful influence came in 80 per cent. of the cases during the adolescent period; the period of greatest susceptibility for good is at fourteen in girls and sixteen in boys. Mr. Bell infers that up to the age of nine children need the mothering influence of women teachers; between nine and thirteen both seem equally good; for adolescents men teachers seem to be the best; for at this period a child needs a powerful, masterful leader.

Mr. Colin A. Scott, of the Boston Normal, in discussing Mr. Stableton's paper spoke on self-direction as a motive for increasing the attendance, and in this he attacked the curriculum as having a value too remote to interest the ordinary boy or girl.

President G. Stanley Hall, of Clark University, said that lower races have a very short period of adolescence, but that this is prolonged as we ascend the scale. The laggards on the excelsior path—hoodlums, rowdies, vagabonds, vicious, idle dudes and dullards—have often in childhood been full of promise and then in the early teens begun to lapse and disappoint. Sometimes enthusiasm is lost, youth becomes indifferent, and drops into humble stations with content, and there are often morbid symptoms. To avoid this psychic arrest in adolescence, Mr. Hall recommends that there should be an

effort made to avoid strain and make school work vital and interesting; to establish special schools for dullards or slow children, both for their own sake and to relieve the school; to encourage individual study of children at this age; and to found a special institution for the graver cases.

Mr. Adolph Meyer, of the New York Pathological Institute, made a very interesting contribution to the discussion, in which he said that we need greater wholesomeness in the training for human relations and aspirations; a better knowledge of what is likely to rouse a sound interest even in those who are naturally careless and indifferent, and otherwise tickled merely by the sensational or by what gratifies crude emotions. We need a preparation for actual life, not for dream existence. He emphasized the point that we ought to select our teachers to frame the course as a training of life-habits rather than of schooling.

Mr. George E. Dawson, of the Hartford School of Religious Pedagogy, said that the possibilities of psychic arrest are doubtless as numerous as are the possibilities of growth. Of all these possibilities, however, the average teacher is in a position to note only the more general and obvious. Typical of such, according to his experience, are the following: (1) More or less general arrest. Here belong the listless, apathetic, indifferent, dull students. Maladjustment of the student to his work, intellectual confusion, emotional waste due to worry, and excessive fatigue are frequently involved in this. (2) Arrest in the power of mentation. This is characterized by vagueness of expression, diffuseness and incoherence of ideas, impracticable and visionary notions. The principal cause is our excessively symbolic education, by which the student gets the symbols of thought faster than he gets the experience that renders these symbols intelligible to him. The remedy is more natural science, more manual activity, more contact with real things. (3) Arrest in the feelings relating to self. This takes two forms—exaggerated self-regard and exaggerated self-depreciation. The cause is often excessive emulation, the marking system, class honors, wrongly assigned tasks, discouragement, harshness and general selfishness in the teacher.

In the belief that there are vital problems involved in this discussion, we have endeavored to indicate some of the important points made by the speakers, and in that endeavor have kept as far as possible to the language used by the speakers. We recognize that some of their positions are hardly tenable, but the limitations of space prevent criticism. The meeting was specially suggestive, and we hope that our readers in secondary-school work will "think on these things."

THE first selection of scholars under the Rhodes bequest will be held between February and May next year, and the elected scholars will begin residence at Oxford in the following October. A qualifying examination will first be held in each state and territory, or at centers easily reached, for the purpose of giving assurance that the candidates are fully prepared to enter upon their studies at Oxford.

THE CECIL RHODES  
SCHOLARSHIPS

This examination will be non-competitive and will be based on the requirements for Responsions, the first public examination exacted by the university from each candidate for a degree. The Rhodes scholars will be selected, one for each state and territory, from the successful candidates.

The requirements of this preliminary examination include arithmetic, either algebra or geometry, Greek and Latin grammar, translation from English into Latin prose, and Greek and Latin authors (two books, one Greek and one Latin, or unseen translation). Papers covering this range of study will be prepared by examiners appointed by the trustees, and sent to each center, where, at a date to be publicly announced, the examination will be held under proper supervision, and the papers returned to the examiners. A list of those who have successfully passed this test will be furnished as soon as possible to the chairman in each state or territory, or to the university making the appointment, and from this list the committee or university will proceed to elect the scholars.

It has been decided that all scholars shall have reached at least the end of their sophomore or second year work at some recognized degree-granting university or college of the United States. Scholars must be unmarried, must be citizens of the United States, and must be between nineteen and twenty-five years of age. When several candidates present themselves from a single college or university, the committee of selection will request the faculty of the college to decide between their claims on the basis of Mr. Rhodes's suggestion, and present to the committee the name of the candidate chosen by that college as its representative in the final election.

Candidates may elect whether they will apply for the scholarship of the state in which they have acquired the above-mentioned educational qualification, or for that of the state in which they have their ordinary private domicile, home, or residence. They must be prepared to present themselves for examination in the state they select, and no candidate may compete in more than one state.

Those who propose to apply for these scholarships, should, during January next, notify the chairman of the committee of selection in the state or territory for which they apply, or the head of the university appointing to the scholarship, of their intention to present themselves for examination. The decision of the committee of selection or of the university making the appointment will be final as regards eligibility. Inquiries about Oxford, its colleges and courses of study, will be cheerfully answered by Mr. F. J. Wylie, the Oxford agent of the Rhodes trustees.